ISNContact: Dr. Amanda Ellis, Associate Commissioner
Office of Next-Generation Learners
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Request from Amanda:

The Office of Next Generation Learners is reviewing all of our newsletters and webcast in an effort to determine how beneficial they are to stakeholders. In order to assist us in our review, would you please take a few moments to complete the following survey by **Nov. 5**?

https://www.surveymonkey.com/s/QNXR8K6

Webcasts

Superintendent

The Superintendent webcast was **Oct. 30 at 4:00 p.m. EDT**.

 You can find a recording and the PowerPoint used during the broadcast at the following link:
http://education.ky.gov/CommOfEd/web/Pages/default.aspx

ISN

The next ISN webcast will be **Nov. 7 at 3:00 p.m., EDT**. To watch the webcast live, go to http://mediaportal.education.ky.gov/ .

To watch the archived webcast and get the accompanying PowerPoint presentation, go to: http://mediaportal.education.ky.gov.

Updates

Kentucky Board of Education (KBE)

The Kentucky Board of Education met Oct. 7. Its agenda included the first reading of 704 KAR 3:303, Kentucky Core Academic Standards. This regulation includes the new Social Studies and Arts standards. More about the standards will be included in the standards update below. To access the materials from the October KBE meeting, please go to
http://portal.ksba.org/public/Meeting.aspx?PublicAgencyID=4388&PublicMeetingID=12096&AgencyTypeID=1

Unbridled Learning

Please share your best practices! The Office of Next Generation Schools and Districts encourages the use of the Best Practices and Sustainability site, available through this link.

The mission of the Best Practices web site is to promote practices that motivate, engage and provide measurable results in school district achievement, processes and learning in schools throughout Kentucky. This site will support teachers, administrators, district personnel and any other education advocates seeking strategies that have been proven successful in a variety of settings. We will research, compile, disseminate and promote practices for educators with the goal of improving educational opportunities for all children. KDE has identified effective practices that improve student performance.

Seeking Feedback for Social Studies and Arts Standards: At the October Kentucky Board of Education meeting, a first draft of new social studies standards was shared, as was the set of National Core Arts Standards developed by the National Coalition for Core Arts Standards. Senate Bill 1 (2009) calls for Kentucky to revise all standards to be aligned with the latest research, informed by national efforts, internationally comparable and focused on the critical thinking and practices students need for success in the 21st century. Though both sets of standards have met those criteria and have involved Kentucky educators, it is time to seek even broader feedback to inform next drafts/steps in the process of adoption into Kentucky's required Academic Standards.

Beginning Monday, Nov. 3 through Friday, Dec. 5, all interested Kentucky citizens (and even those outside our state) will be invited to review the proposed standards in social studies and the arts and share feedback and suggestions that will be used to revise/refine them prior to final consideration for adoption. KDE will be delaying action by the Kentucky Board of Education until after the December meeting. Feedback and comments will need to be thoughtfully considered and any needed revisions made before bringing forward final sets of proposed standards to the board for action.

To provide feedback on the draft Social Studies Standards, please use this link:
https://www.surveymonkey.com/s/KYSSpublic

To provide feedback on the Arts Standards, you may select to review the standards for only one of the 'forms' -- or all of them. The links are listed below.

For Visual Arts: https://www.surveymonkey.com/s/KYVisualArts
For Music: https://www.surveymonkey.com/s/KYMusic
For Theatre: https://www.surveymonkey.com/s/KYTheatre
For Media Arts: https://www.surveymonkey.com/s/KYMediaArts
For Dance: https://www.surveymonkey.com/s/KYDance

Administrators have been asked to share this with their districts' stakeholders: staff, parents, SBDM council members, business partners, students, and any other interested parties. KDE staff are asked to help get the word out on this as well and to give feedback. If you have any questions, contact Karen Kidwell at Karen.kidwell@education.ky.gov.

Kentucky Core Academic Standards Challenge Reminder

As part of its regular review cycle of Kentucky academic standards, the Kentucky Department of Education (KDE) is gathering feedback through the Kentucky Core Academic Standards (KCAS) Challenge. This is an opportunity for Kentucky teachers to review the Kentucky Core Academic Standards in English/language arts and mathematics and based on their experience over the past three years; provide specific, actionable feedback on how the standards may need to be tweaked to ensure Kentucky students graduate from high school college/career-ready. The KCAS challenge will also give parents and community members who are not familiar with the standards an opportunity to become familiar with the standards and provide specific feedback on how they may be improved.

The challenge will run until April 30, 2015, after which time a panel of content experts and others will review the suggestions and make any recommendations on changes to the Kentucky Board of Education. This is not a referendum on our standards but a way of honoring the hard work that has been invested in the standards over the past several years. General comments about the standards will not be considered in the review – only those with suggestions that relate to a specific standard.

As part of this effort, KDE has developed on online application to display the standards and collect feedback at the following link: http://kentucky.statestandards.org. Please take some time to provide feedback and continue to promote the challenge to educators in your school district.

Strategic Work

Next Generation Professionals

Attention: The fall Student Voice window will be Nov. 3 through Nov. 21. Districts were able to choose which window(s) they want to participate this school year (2014-15): fall, spring, or both. Click here to view a list of district choices. For more information about Student Voice, please visit the TPGES Student Voice webpage.

Student Growth Percentile (SGP) median scores coming soon! All teachers who work with 4th-8th grade students in reading and/or mathematics will be receiving their SGP median scores in mid-November (expected date is November 17). The scores will be available in CIITS/EDS. This year's scores are calculated using up to three years of data from 2011-12, 2012-13, and 2013-14 school years.

What are SGP medians and how are they calculated?
SGPs measure change in an individual student's performance over time compared to his/her academic peers (for example, other students in the state with a similar test score history). The student is compared only to the students who start at the same place. The rate of change, or growth, is expressed as a percentile; for example, if John improved more than 65 percent of his academic peers, his SGP would be 65.

To calculate the SGP median score, students assigned to a teacher in Infinite Campus are combined if they meet attribution requirements. To be attributable to a teacher, the teacher

must have had the student in a mathematics or English/language arts/reading course at least 100 days during the school year as reflected in Infinite Campus. The 100 days do not have to be consecutive. Additionally, a teacher must have at least ten students to receive an SGP median score. For more information about how SGP median scores are calculated, please visit the TPGES Student Growth Percentile Medians page which includes a Frequently Asked Questions document and a PowerPoint presentation.

How can I verify that my scores are accurate?
The score educators will see in CIITS/EDS is based on data pulled from Infinite Campus (IC). If a score is not accurate, it will be due to an inaccuracy in the roster data located in IC. To verify the accuracy of this year's scores, reports can be run in IC to generate a list of students attributed to a teacher for the three years and used to calculate their SGP median score. This will be a critical piece of the student growth process and teachers will need to be provided with these reports by the designated IC point of contact at the school or district level.

Two reports are available in IC. The first is the Teacher Student Growth Median Percentiles – Detail Report which contains rosters that teachers will need to verify their SGP median scores. The second report is the Teacher Student Growth Median Percentiles – Summary Report which may be more helpful to administrators who want to view only the SGP median scores for multiple teachers. These reports will be available in district sites with the next IC release scheduled for November 12, and will allow administrators to generate the reports for a selected school, the entire district or for a specific teacher. Districts can assign tool rights to run these reports after the deployment of the Infinite Campus release.

What to do if a score is not accurate in CIITS/EDS
Don't worry! Ultimately, principals enter the final Student Growth State Contribution score into CIITS/EDS for a teacher's summative evaluation. They do not have to use the SGP median score calculated in CIITS/EDS if the data was wrong in Infinite Campus. They may generate their own score using the data in the reports and procedures mentioned above.

In the future, it is hoped that the correct teacher/student links are made in Infinite Campus so this extra calculation does not have to be done.

Next Generation Learners

Addressing Achievement Gaps: Addressing achievement gap in schools and districts is a communicative and collaborative effort between the district and the school leaders that includes parent, community leaders and the Kentucky Department of Education. The use of data from varied and diverse resources available to schools and districts allows for districts and schools to review, monitor and track student performance in each of the achievement gap target areas. Included in this data are not only the performance of students, but the causes and contributing factors to ensure teachers and other instructional staff are provided with the professional learning resources and opportunities that promote student success.

An achievement gap is a substantive performance difference in each of the tested areas of the state assessment and accountability system disaggregated among the various subgroups of students (i.e.,

male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students and students who are eligible for free-reduced lunch and those who are not). **KRS 158.649 requires that the addressing and reporting of achievement gap targets be completed by Oct. 1 of each year.** The principal must convene a public meeting to present and discuss the plan for closing achievement gaps prior to the submission of the achievement gap targets to the superintendent and local board for review. The local board of education shall review the portion of each school's improvement plan (CSIP) that address the activities and schedule to reduce achievement gaps This can be a consolidated district report in accordance to KRS 160.340(3)(b).

Achievement gap targets are set using an ASSIST Diagnostic. Since the recent release of School Report Card data, by the Oct. 1 deadline, districts and school were to use available data to set achievement gap targets. The belief is that schools and school councils should use EXPLORE, PLAN, ACT and their own formative data to set the targets for gap and proficiency. **Now that School Report Card data is available, districts and school can change those targets, if desired.**

School councils are instrumental in assuring that the targets and the work being done in the schools are aligned. The information in ASSIST can continuously change and evolve to meet the changing needs of students. The work of the school council is crucial to ensuring that the Comprehensive School Improvement Plan (CSIP) is not just another document, but the way the school does its work. District administrators need to ensure that the school council has access to all information about the CSIP and CDIP available at http://education.ky.gov/school/csip/Pages/default.aspx.

Questions on this matter may be directed to csipdsip@education.ky.gov.

Infinite Campus (IC) intervention tab – first data pull approaching Oct. 30: This year, the following are required to have student intervention plans in the Intervention Tab in IC:

- All high school seniors who did not meet statewide ACT benchmarks on the junior year administration
- All Extended School Services (ESS) students
- All 3rd Year Focus Schools for their students scoring Novice
- All students served by Read to Achieve grants
- All students served by Mathematics Achievement Fund grants

Data will be pulled from the tab initially on Oct. 30. Annually, data will be pulled on Oct. 30, Jan. 30, March 30 and June 30. ESS data will be pulled as usual – regular year on June 30 and summer on Sep. 30.

For more information on the intervention tab, please consider the resources posted here.

If questions, please contact April Pieper at april.pieper@education.ky.gov, Nick Easter at nick.easter@education.ky.gov or Amy Patterson at amy.patterson@education.ky.gov.
Resources

Kentucky professional learning guidance now available: In 2011, Kentucky was selected by Learning Forward to be the demonstration state for its initiative: *Transforming Professional Learning to Prepare College and Career Ready Students*. As a part of that work, a broad stakeholder group formed the Professional Learning Task Force. Over approximately 18 months, the task force studied the state of professional learning in the Commonwealth and created a report that included a number of recommendations for improving the system of professional learning.

A key first step involved revising the regulation, 704 KAR 3.035, to adopt a new definition of professional learning along with new standards for professional learning. Following that revision, which occurred in October 2013, the task force recommended that a guidance document be created primarily for district-level personnel responsible for professional learning and other key stakeholders that routinely provide or facilitate professional learning for Kentucky's educators.

The guidance is now available. It includes a wealth of information to support the planning, implementation, and evaluation of professional learning. The guidance makes explicit and practical connections to work occurring around PGES, including information on professional growth goals and student growth goals. A number of tools and strategies are included or linked within the resource. You can locate the Kentucky Professional Learning Guidance on KDE's [Professional Learning](#) webpage or you can access it within Kentucky's [Model Curriculum Framework](#) under "Professional Learning in the 21st Century."

Learn and Launch Grant Recipients Named: The next step for Kentucky's commitment to college- and career-readiness is to ensure global-readiness as part of that strategy.

Global competence is critical for innovation in the 21st century. A learning environment rooted in global competence empowers teachers and students to develop deep cultural knowledge and explore the ways in which culture influences identities and worldviews. Teachers and students also engage with world issues and challenges, and conceptualize ways to address them together. Openness and curiosity are developed and are critical to global perspective-building and problem-solving processes.

The purpose of the 2014 "Learn and Launch" grants is to provide elementary and middle schools with additional funds to support professional learning about global competence, access VIF International Education resources, which are proven to enable educators to effectively integrate global content into their core instruction, and for planning an effective implementation of a strong global competency and world language program.

Grants were awarded to 14 schools in three districts that submitted applications:

Campbell County: Campbell Ridge Elementary, Crossroad Elementary, Donald Cline Elementary, Grant's Lick Elementary, John W. Reiley Elementary, Campbell Middle
McCracken County: Heath Middle, Heath Elementary, Concord Elementary
Webster County: Webster County Middle and Sebree, Clay, Dixon, and Providence Elementary Schools

Are you interested in assessing the current level of 'Global Competence' in your district? Begin by using the attached "Global Education Checklist" to identify areas of strength and areas to focus on for growth. Also attached are baseline results from all Learn and Launch applicants. For additional resources to support learning in this area, visit the KDE Global Competency webpage at: http://education.ky.gov/curriculum/gcomp/Pages/default.aspx.

Announcements

Improving quality and quantity of student assessments: The Council of Chief State School Officers (CCSSO) and the Council of the Great City Schools **have** [announced](#) a joint effort to evaluate and

improve the quality and quantity of student assessments in public schools across the nation. A paper, Commitments on High-Quality Assessments, establishes principles to guide state and district leaders in making sure every assessment administered is high-quality, coherent, and meaningful to students, parents and teachers.

The Kentucky Department of Education has already fulfilled its first commitment to increase the transparency of the state assessment system by publishing a list of all state assessments and the time it takes to administer these assessments on the KDE website. In the coming weeks, the department will be evaluating the state's assessment system for quality and coherence, working with stakeholders to eliminate redundant assessments and partnering with school districts to review their benchmark and formative assessments. KDE will provide additional guidance and support for this process in future communications. In the meantime, I encourage you to read through the CCSSO/Council of the Great City Schools paper and begin to think about your district's assessment program.